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ABSTRACT

This quarterly bulletin provides brief annotations for tests recently acquired by the Educational Testing Service Test Collection. The tests are grouped into these categories: (1) achievement, (2) aptitude, (3) personality, interests, attitudes, and opinions, (4) sensory-motor and miscellaneous. Entries of particular interest to those working with children from birth to age nine are designated. Additional information includes test announcements, dates of testing programs, tests no longer available, test reviews, new references (annotated), new publisher listings, test scoring services and systems, and addresses of organizations and publishers mentioned in this bulletin. (MV)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 7, No. 3

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The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services, and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol or .

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 20-24. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the ASIS National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Research in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to ASIS National Auxiliary Publications Service for instructions and a current price schedule.

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ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States.

Achievement:

ACS Cooperative Examination–Biochemistry: Form 1972 by T.A. Ashford and others; c1972; Grades 14-16 and Graduate Students; Examinations Committee, American Chemical Society.

Designed to give broad and fundamental coverage of the field. The test emphasizes areas of macromolecular biochemistry, biochemical synthesis, activities of enzymes and intermediary metabolism, and also includes the physical and chemical properties of carbohydrates, lipids, and proteins.

ACS Cooperative Examination–Brief Course in Organic Chemistry: Form 1971B by T.A. Ashford and others; c1970; Grades 13-16 and Graduate Students; Examinations Committee, American Chemical Society.

Designed to test the subject matter of a brief course in organic chemistry. The examination covers fundamentals such as nomenclature, general methods of preparation, functional group reactions, analytical deductions, and some theoretical concepts.

ACS Cooperative Examination–Inorganic Chemistry: Form 1972 by T.A. Ashford and others; c1972; Grades 14-16 and Graduate Students; Examinations Committee, American Chemical Society.

Designed for use in an inorganic course that parallels an elementary physical chemistry course. The test covers theoretical and descriptive inorganic chemistry, including nomenclature, bonding, structure, reaction mechanisms, coordination chemistry, synthesis, and thermo-dynamics of inorganic elements and compounds. Part I is objective, while Part II consists of structured essay questions.

ACS Cooperative Examination–Instrumental Analysis: Form 1971 by T.A. Ashford and others; c1970; Grades 13-16 and Graduate Students; Examinations Committee, American Chemical Society.

Intended for use with third or fourth year students in chemistry who have taken a course dealing with instrumental methods. The test covers: electroanalytical chemistry, spectrophotometry, instrumentation, chromatography, choice of method for an analytical situation, NMR, EPR, emission spectroscopy, atomic absorption spectroscopy, radio-chemical methods, thermal methods, mass spectrometry, electron probe and kinetics.

ACS Cooperative Examination–Organic Chemistry: Form 1971 by T.A. Ashford and others; c1971; Grades 13-16 and Graduate Students; Examinations Committee, American Chemical Society.

Covers material normally included in a modern, full-year course. The items deal with theoretical concepts, synthetic sequences, reaction mechanisms, stereochemistry, important types of organic reactions, spectroscopic methods of identification of structure, acidity and basicity of organic compounds.

ACS-NSTA Cooperative Examination–High School Chemistry: Form 1972 ADV; c1972; Grades 10-12; Examinations Committee, American Chemical Society.

Designed specifically for use in advanced or honors courses in high school chemistry.

ACS–NSTA Cooperative Examination–High School Chemistry: Form 1971; c1971; Grades 10-13; Examinations Committee, American Chemical Society.

Designed to assess the average first-year high school chemistry student enrolled in a modern concepts course. The examination covers the understanding of fundamental concepts and the application of basic principles in areas such as structure, bonding, kinetics, equilibrium, and similar topics found in current textbooks.

ACS Cooperative Examination–Organic Chemistry Graduate Level: Form 1971-O; c1971; Graduate Students; Examinations Committee, American Chemical Society.

A placement examination at the graduate level. The test covers: nomenclature; physical, chemical, and spectral properties; structural identification; reactions; synthesis; mechanism and theory; stereochemistry and laboratory.

ACS Cooperative Chemistry Examination–Inorganic-Organic-Biological Chemistry (for Paramedical Programs): Form 1971; c1970; Grades 13-16 and Graduate Students; Examinations Committee, American Chemical Society.

A chemistry examination consisting of three subtests--Inorganic, Organic, Biological–which may be assigned in various combinations as are appropriate to a particular course. Designed for use in paramedical programs.

Aden-Crosthwait Adolescent Psychology Achievement Test by Robert C. Aden and Charles Crosthwait; c1963-70; Grades 13-16 and Above; Psychometric Affiliates.

A test designed for use at the end of courses in adolescent psychology. The test covers: physical growth, mental and intellectual development, emotional growth, and social interaction of adolescents. Alternative uses of the test include: provision of diagnostic information prior to graduate course in adolescent psychology, self-evaluation by teachers of adolescent psychology, and accumulation of data for research purposes.

Basic Educational Skills Inventory, Experimental Edition: Math by Gary Adamson, Morris Shrago, and Glen Van Etten; c1972; Kindergarten and Above; Select-Ed, Inc.

A criterion-referenced inventory developed to aid in the diagnosis of skill deficits in math.

Basic Educational Skills Inventory, Experimental Edition: Reading by Gary Adamson, Morris Shrago, and Glen Van Etten; c1972; Kindergarten and Above; Select-Ed, Inc.

A criterion-referenced device designed to diagnose skill deficits in reading.

Children's English Proficiency Test by Sallye L. Webster; c1972; Preschool; Sallye L. Webster.

An experimental instrument designed to assess the degree to which Spanish-speaking children comprehend spoken English. Most of the questions require behavioral rather than verbal responses. The test is individually administered and requires props. Both English and Spanish versions are available. The translations are in the Spanish most frequently used by Mexican-Americans in the Houston, Texas area.

Developmental Articulation Test by Robert F. Hejna; c1972; Ages 3-8; Speech Materials.

Designed to assess consonant sounds on a developmental scale. The test yields a composite picture of a child's use of sounds and indicates whether the child is within normal limits of articulatory development.

Functional Grammar Test by Joyce E. Lackey; c1970; Grades 9-16 and Above; Psychometric Affiliates.

Devised to assess knowledge of the essentials of English grammar, including parts of speech, their functions, identifications, phrases, active vs. passive tenses, and verb tenses. Although designed for high school and college students, the test may also be used by persons in the literary and editorial trades.

Initial Reading Survey Test by Marion Monroe, John C. Manning, and Joseph M. Wepman; c1970; Kindergarten-Grade 1; Scott, Foresman and Company.

Assesses a child's attainment of the skills necessary for success in primary learning. The subtests include: Language Meanings, Auditory Ability, Visual Ability, Letter Recognition, and Sound-Letter Relationships. The test is part of the *Survey Test Battery* which was designed to identify children's reading levels in kindergarten through grade eight.

Inventory-Survey Test, Primary by Marion Monroe; c1969; Grades 1-3; Scott Foresman and Company.

Designed to assess two broad areas of reading skills; Comprehension (Word and Phrase Meaning, Sentence Meaning, Paragraph Meaning), and Word Analysis (Scrutiny, Phoneme-Grapheme Relationships, Inflection and Derivation). The test is part of the *Survey Test Battery*.

Inventory-Survey Test, Intermediate by Marion Monroe, c1969; Grades 4-6; Scott Foresman and Company.

Designed to measure a pupil's level of reading achievement and to identify particular skill strengths and weaknesses. Each subtest focuses on one essential skill: Word Meaning, Sentence Meaning, Paragraph Meaning, Word Analysis, and Dictionary Skills. The test is part of the *Survey Test Battery*.

Inventory-Survey Test, Upper Grades by Marion Monroe; c1969; Grades 7-8; Scott, Foresman and Company.

As part of the *Survey Test Battery*, this test also aids in identifying specific skill strengths and weaknesses. Each subtest focuses on one particular skill: Word Meaning, Sentence Meaning, Paragraph Meaning, Word Analysis, and Dictionary Skills.

Iowa Silent Reading Tests: 1973 Edition, Level 1 by Roger Farr, Coordinating Editor; c1972-73; Grades 6-9; Harcourt Brace Jovanovich, Inc.

A revision of earlier editions of the *ISRT*. The tests assess silent reading ability through a survey of several reading behaviors. Subtests are: Vocabulary, Reading Comprehension, Directed Reading, and Reading Efficiency.

Iowa Silent Reading Tests: 1973 Edition, Level 2 by Roger Farr, Coordinating Editor; c1972-73; Grades 9-14; Harcourt Brace Jovanovich, Inc.

A measure of students' reading ability designed to survey specific areas of competence. These areas include: vocabulary, reading comprehension, speed of reading with comprehension, use of reference materials, and skimming and scanning for specific information.

Iowa Silent Reading Tests: 1973 Edition, Level 3 by Roger Farr, Coordinating Editor; c1972-73; Grades 11-16; Harcourt Brace Jovanovich, Inc.

A measure of students' reading ability designed to survey specific areas of competence. Subtests are: Vocabulary, Reading Comprehension, and Reading Efficiency. The test is appropriate for academically advanced eleventh- and twelfth-graders and college students.

Oral Placement Test for Adults by Allen Ferrel; 1971; Adults; Southwest Cooperative Educational Laboratory, Inc.

The test employs a structured interview to assess the English oral production and aural comprehension of adult basic education learners. Emphasis of the test is on the use of English as a functional tool of communication. Proficiency levels identified by the measure are: Elementary, Intermediate, Advanced, and Exempt.

Prescriptive Mathematics Inventory by John Gessel; c1972; Grades 4-8; CTB/McGraw-Hill.

This criterion-referenced measure is designed to provide prescriptive information concerning students' mastery of specific mathematics objectives. The items cover: basic operations with whole numbers, fractions, and decimal numbers; the properties of these operations; number theory; measurement; nonmetric geometry; numeration systems; percents; sets; statistics; and problem solving. The test is available in four separate but overlapping levels–Orange, Aqua, Purple, and Level C. References to mathematics materials and learning activities corresponding to specific objectives are provided.

Prescriptive Reading Inventory; c1972; Grades 1.5-6; CTB/McGraw-Hill.

A criterion-referenced test designed to assess a pupil's mastery of specific reading objectives and to provide information useful in reinforcing, remediating, or supplementing his reading development. The behaviorally stated objectives are grouped into seven areas: Recognition of Sound and Symbol, Phonic Analysis, Structural Analysis, Translation, Literal Comprehension, Interpretive Comprehension, and Critical Comprehension. The test is available in four separate but overlapping levels. Suggested classroom activities and page references in widely used textbook series and reading programs are provided for all the tested objectives.

SRA Assessment Survey: Achievement Series, Primary Edition by Robert A. Naslund, Louis P. Thorpe, and D. Welty Lefever; c1972; Grades 1-4; Science Research Associates, Inc.

Assesses broad knowledge, general skills, and application skills in the areas of mathematics, reading, and language arts. The test is available in two separate but overlapping levels.

SRA Assessment Survey: Achievement Series, Multilevel Edition by Robert A. Naslund, Louis P. Thorpe, and D. Welty Lefever; c1971-72; Grades 4-9; Science Research Associates, Inc.

Assesses broad knowledge, general skills, and application skills in the areas of reading, language, mathematics, social studies, science, and the use of sources. Three separate but overlapping levels of the test are available.

Science Vocabulary Inventory by Paul Bethune; 1969; Grades 7-12; Paul Bethune.

A graded word list of science vocabulary words. The student matches each vocabulary word with the appropriate definition.

Self-Assessment of Current Knowledge for the Nurse Anesthetist by Alice R. Bakutis; c1972; Adults; Medical Examination Publishing Company, Inc.

A collection of multiple choice items useful in assessing knowledge of anesthesiology. The subject areas covered are: physiology, techniques and procedures, physics, pediatrics, anatomy, history, and pharmacology. The test is designed for use with both qualified nurse anesthetists and student anesthetists. References to current source books are provided for each question.

Self-Assessment of Current Knowledge for the Operating Room Technician by Margaret A. Burns and Lois E. Morrissy; c1973; Adults; Medical Examination Publishing Company, Inc.

Designed to assess knowledge of operating room technology. In addition to some introductory items, the questions cover: basic sciences, care of the patient, operating room techniques, surgical procedures, and special activities. References accompany each question.

Self-Assessment of Current Knowledge in General Surgery by Warner F. Bowers; c1971; Surgeons; Medical Examination Publishing Company, Inc.

Aids in assessing knowledge of general surgery, surgical specialties, and the ancillary basic sciences. The questions cover: anatomy, function, and disease mechanism; management, technic, and apparatus; integument and connective tissue; thorax; abdomen; genitourinary systems; musculo-skeletal system; vascular system; head and neck; nervous system; endocrine; and pediatric surgery. Each question is documented by specific reference to a current surgical journal.

Self-Assessment of Current Knowledge in Infectious Diseases by Richard V. McClosky; c1972; Adults; Medical Examination Publishing Company, Inc.

Designed to assess knowledge of bacteriology, virology, tuberculosis, mycology, parasitology, diagnostic microbiology, and antimicrobial therapy. Case histories are provided to illustrate epidemiology, clinical presentations, and therapy.

Self-Assessment of Current Knowledge in Neurology by Herbert H. Schaumburg and James Schnur; c1972; Neurologists; Medical Examination Publishing Company, Inc.

A self-assessment device concerning current knowledge of neurology. The questions cover: neurophysiology, neuropharmacology, neuro-chemistry, neuropathology, neuroradiology, neuromuscular disorders, infectious disease, vascular disease, headache and epilepsy, degenerative disease, demyelinating disease, toxic and metabolic disorders, tumors, pediatric clinical neurology, and miscellaneous clinical problems. Each question is referenced to current journals and textbooks.

Self-Assessment of Current Knowledge in Pathology by Morton J. Robinson; c1972; Neurologists; Medical Examination Publishing Company, Inc.

A collection of items concerning general, anatomic, and clinical pathology. Areas covered by the test include: hematology; immunology; biochemistry; microbiology; bone; breast; cardiovascular; endocrine; and eye, ear, nose, throat, head, and neck. Each question is documented by specific references to current journals.

Self-Assessment of Current Knowledge in Pediatrics by David S. Smith; c1972; Practicing Pediatricians and Students of Pediatrics; Medical Examination Publishing Company, Inc.

A series of questions relevant to current topics in pediatrics. The areas covered include: allergy and immunology, blood, dentistry and dermatology, endocrinology, gastroenterology, genitourinary, heart and blood vessels, infectious disease, neurology and psychiatry, nutrition and metabolism, opthamology and otolaryngology, orthopedics, newborn, respiratory, therapeutics and toxicology, tumors, and miscellaneous.

Self-Assessment of Current Knowledge in Rheumatology by Gene V. Ball and Joe G. Hardin; c1972; Adults; Medical Examination Publishing Company, Inc.

Designed to assess knowledge of: rheumatoid arthritis, bone, cartilage, and supporting structures; infectious disease; gout; metabolic disorders; systemic lupus erythematosus; vasculitis; scleroderma and myositis; rheumatic fever, treatment; miscellany; and case histories. Each question is keyed to specific references in current journals and textbooks.

Self-Assessment of Current Knowledge in Surgery for Family Physicians by Warner F. Bowers; c1972; Practicing Physicians; Medical Examination Publishing Company, Inc.

Assesses knowledge of recent developments in surgery as they relate to the physician in family practice. The multiple-choice items cover: integument and connective tissue, thorax, abdomen, genitourinary systems, musculoskeletal system, vascular system, head and neck, nervous system, endocrine system, and pediatric surgery. The questions are cued to specific references in current journals.

Self-Assessment of Current Knowledge in Urology by Stephen M. Lazarus; c1972; Practicing Physicians; Medical Examination Publishing Company, Inc.

A collection of items assessing knowledge of recent developments in urology. The test covers: radiology, genitourinary physiology, pediatric urology, calculous disease, tumors, trauma, surgery, therapy, and miscellaneous subjects. The questions are referenced in texts and medical journals.

Vocabulary Survey Test by Marion Monroe, John C. Manning, and Joseph M. Wepman; c1971; Kindergarten; Scott, Foresman and Company.

Designed to provide the teacher with a comparative profile of children's vocabulary development. The test measures the child's comprehension of oral vocabulary, provides clues to his prior experience, and indicates his ability to attend to and follow directions. It is also appropriate for assessing the English comprehension of children who are learning English as a second language. The test is part of the *Survey Test Battery*.

Aptitude

Appraisal of Occupational Aptitudes by Aurelius A. Abbatiello; c1971; Grades 9-12 and Adults; Houghton Mifflin Company.

An integrated battery of tests designed to measure the aptitudes and developmental skills important to the successful performance of office tasks. The subtests include: Checking Letters, Checking Numbers, Filing Names, Filing Numbers, Posting Names, Posting Numbers, Arithmetical Computation–Reasoning, and Desk Calculator. The test may be used to aid in the counseling of students and in the selection and placement of office personnel.

Dennis Test of Scholastic Aptitude by William H. Dennis; c1961; Grades 4-8; Trumbull Reading Clinic.

A measure of scholastic aptitude consisting of five subtests: Arithmetic Reasoning, Memory, Verbal Concepts, Reasoning, and Information.

Purdue Elementary Problem-Solving Inventory by John F. Feldhusen, John C. Houtz, and Susan Ringenbach; Not Dated; Grades 2-6; John F. Feldhusen.

Designed to assess the general problem-solving ability of culturally disadvantaged children. Real-life problem situations are used to measure the following abilities: sensing that a problem exists, identifying and defining the problem, asking questions, guessing causes, clarifying the goal of the problem situation, judging if more information is needed, analyzing details of the problem and identifying critical elements, redefining familiar objects for unusual uses, seeing implications, solving single- and multiple-solution problems, and verifying solutions. Cartoons presented on a film strip are used as the stimuli for each problem task and all the instructions are presented on an audio tape.

The Queensland Test by D.W. McElwain and G.E. Kearney; c1970; Ages 7 and Above; Australian Council for Educational Research, Australia (Distributed in the U.S. and Canada by Educational and Industrial Testing Service).

An individually administered performance test of general cognitive capacity designed for use under conditions of reduced communication. Administration of the test consists solely of the manipulations of physical material and requires no verbal behavior by either examiner or examinee. It may be appropriately administered to deaf and non-English speaking persons. The test consists of five subtests: Knox Cube Imitation, Beads, Alexander's Passalong, Form Assembly, and Pattern Matching.

SRA Assessment Survey: Iowa Tests of Educational Development: Forms X5 and Y5 (ITED) by E.F. Lindquist and Leonard S. Feldt; c1970-72; Grades 9-12; Science Research Associates, Inc.

Designed to assess students' ability to think critically, analyze written and illustrative materials, recognize statements of fundamental concepts, and select appropriate examples and applications of concepts. The test covers: mathematics, reading, language arts, social studies, science, and use of sources.

Personality, Interests, Attitudes, and Opinions:

Adult Vocational Maturity Inventory by David I. Sheppard; Circa 1970; Adults; David I. Sheppard.

Designed to measure vocational maturity in terms of past occupational decisions. The attitudinal dimensions covered by the questionnaire are: involvement in the vocational choice process, orientation toward work, independence in decision-making, preference for vocational choice factors, and conceptions of the choice process.

Allen Scale of Beliefs by B.J. Allen; c1972; Grades 9-12; B.J. Allen.

A 46-item scale designed to assess the extent to which students are committed to American sociopolitical values.

Anxiety Scale by Gerald D. Alpern; Not Dated; Ages 3-5; Gerald D. Alpern.

An experimental measure of anxiety in preschool children. The Scale is individually administered and requires props. It yields four scores: Total Sad Response, Speed, Latency, and Variance.

Attitudes Toward Drug Addicts Questionnaire by David Romney and John Bynner; Not Dated; Adults; David Romney.

Designed to elicit hospital staff's attitudes toward drug addiction and their perceptions of the characteristics of drug addicts.

Contemporary Topics Questionnaire by Richard M. Lerner, James Pendorf, and Anne Emery; Circa 1971; Adolescents and Adults; Richard M. Lerner.

A brief questionnaire designed to obtain attitudinal information on various controversial contemporary issues including war, police and military power, sexual behavior, drug use, and racism.

Death Anxiety Scale by Donald I. Templer; Not Dated; Adults; Donald I. Templer.

A brief true-false questionnaire designed to assess death anxiety.

Discharge Readiness Inventory by Gerard E. Hogarty and Richard F. Ulrich; c1968-71; Adult Psychiatric Inpatients; National Education Consultants, Inc. for Friends Medical Science Research Center, Inc.

Designed to provide information concerning the psychiatric inpatients' potential for release and community adjustment. The Inventory consists of three sets of items: 54 measures of observable ward behavior; ten prognostic global judgments; and estimates of probable placement, amount of work, and amount of supervision applicable to patients judged to be ready for discharge. Using information obtained from the patient, nurses, psychiatrists, ward attendents, and industrial, occupational, and recreational therapists, an experienced social worker employs the Inventory to quantify his observations regarding the criteria of release for individual patients. For research purposes, the Inventory yields four subscales: Community Adjustment Potential, Psychosexual Adequacy, Belligerance, and Manifest Psychopathology.

French Language Questionnaire by Bikkar S. Randhawa and Susan M. Korpan; Not Dated (Test is copyrighted); Grades 7-8; Bikkar S. Randhawa, Canada.

Designed to measure attitudes toward learning French as a second language.

Graduate Physical Education Attitude Inventory by Gary Leeper; Not Dated; High School Graduates; Gary Leeper.

Assess persons' attitudes toward physical education and the particular program which was conducted in their high school.

Illinois Course Evaluation Questionnaire by Richard E. Spencer and Lawrence M. Aleamoni; c1965-72; Grades 13-16; Lawrence M. Aleamoni.

Designed to elicit students' attitudes and opinions toward a course of instruction. The questionnaire covers: General Course Attitude, Method of Instruction, Course Content, Interest and Attention, Instructor, and Other.

Illinois Teacher Evaluation Questionnaire by Richard E. Spencer and J. Maurice Mahan; c1968; Grades 7-12; Lawrence M. Aleamoni.

Designed to enable teachers to evaluate themselves in terms of their students' attitudes. The subscores are: Teacher, Teacher's Competence, Interest in the Class, and Teacher's Attitude.

Impulsivity Scale by B. Sutton-Smith and B.G. Rosenberg; Not Dated; Grades 4-6; B.G. Rosenberg.

A questionnaire designed to differentiate between impulsive and nonimpulsive children.

Job Description Index by Patricia C. Smith; c1962; Adults; Patricia C. Smith.

Designed to elicit information concerning a person's perceptions of his present job.

Ka-Ro Inkblot Test by Yasafumi Kataguchi; c1970; Ages 3 and Above; Kaneko Shobo, Japan (Distributed by My Book Service, Inc.).

A parallel series to the Rorschach test.

Law Enforcement Perception Questionnaire by Frank Lee; c1970; Adults; Psychometric Affiliates.

Designed to assess existing attitudes among law enforcement personnel and to measure change in those attitudes after a period of skills instruction. The items are grouped in the areas of attitudes toward the law enforcement job, attitudes toward the value of law enforcement jobs, and attitudes toward people in law enforcement.

Loyola Sentence Completion Blank for Clergymen by Mary A. Sheehan; 1972; Adults; Mary A. Sheehan.

A projective device designed to assess the psychological adjustment of clergymen in the areas of: self-perception, interpersonal relations, psychosexual maturity, priesthood, church-faith, and job satisfaction. The item completions are scored along a 7-point rating scale, ranging from the most positive through neutral to the most negative.

Management Style Diagnosis Test by W.J. Reddin; c1965-68; Adults; Organizational Tests, Ltd., Canada.

A self-assessment device based on the 3-D theory of managerial effectiveness. The test measures a manager's perception of his managerial style. There are eight possible styles: Executive, Compromiser, Benevolent Autocrat, Autocrat, Developer, Missionary, Bureaucrat, and Deserter. The test yields three vector scores—Task Orientation, Relationships Orientation, and Effectiveness Level—from which a style synthesis can be obtained. An adjusted raw score is obtained for each of the eight styles and a style profile is then prepared. The test was designed solely for use as a training instrument.

A Measure of Moral Values by Robert Hogan and Eilen Dickstein; Circa 1972; Grades 13-16 and Above; Robert Hogan.

A 15-item instrument designed to elicit moral judgments which can be rated in accordance to the nature of the values on which they depend. Responses to the items are scored for maturity of moral judgment using the following elements: concern for the sanctity of the individual, judgments based on the spirit rather than the letter of the law, concern for the welfare of society as a whole, and capacity to see both sides of an issue.

Minnesota School Affect Assessment: Form BL by Donald J. Christensen and Andrew Ahlgren; 1971; Kindergarten-Grade 6; Donald J. Christensen.

Designed to facilitate curriculum and instructional planning through the assessment of pupils' attitudes toward school and school subjects. The child responds to each item by marking a smiling, an indifferent, or a frowning face.

Minnesota School Affect Assessment: Form BU by Donald J. Christensen and Andrew Ahlgren; 1971; Grades 4-12; Donald J. Christensen.

Assesses students' attitudes toward school and school subjects. The data is useful in planning and implementing changes in curriculum and instruction. The students indicate on semantic differential scales the degree of importance and pleasantness they attach to each item.

Occupational Prestige Scale by Donald L. Thompson and M.S. Tseng; Not Dated; Grades 11-16 and Adults; Donald L. Thompson.

Designed to assess a person's perceptions of the prestige hierarchy of occupations. The scale is a shortened form of the *North-Hatt Occupational Prestige Scale*.

Personnel Reaction Blank: Revised Edition by Harrison G. Gough; c1954-72; Ages 15 years and Above; Consulting Psychologists Press.

An inventory of attitudes and interests designed to assess the "dependability-conscientiousness" personality factor. It is a restricted test available to assist qualified personnel officers in selecting new employees. The blank was designed for use with rank-and-file workers and is not recommended for evaluating management personnel.

Physical Education Attitude Inventory by Gary Leeper; Not Dated; Grades 9-12; Gary Leeper.

Assesses students' attitudes toward physical education in general and toward the program being conducted at their school in particular.

Play and Game List by B.G. Rosenberg and B. Sutton-Smith; Not Dated; Grades 3-6; B.G. Rosenberg.

Designed to yield game-choice scales of masculinity and femininity for elementary school children. The list consists of 180 games, pastimes, and activities. The children respond to the list by ignoring activities in which they do not participate and by indicating like or dislike for activities in which they do participate.

Primary School Behavior Q-Sort by Diana Baumrind; 1972; Ages 8-9; Parental Authority Research Project.

Designed to assess children's personal, interpersonal, and cognitive behavior. The device comprises five behavioral dimensions: Responsible vs Irresponsible Behavior, Ascendent vs Submissive Behavior, Self-Actualizing vs Stasis Seeking Behavior; Cognitively Mature vs Cognitively Immature, and Vital and Expressive vs Lacks Vitality and Expressiveness. The Q-Sort should be completed by someone familiar with the child.

Problem Checklist by Martin Kohn; 1966-72; Preschool; Martin Kohn.

Designed to assess the presence or absence of clinically relevant behaviors of children in the preschool environment. Descriptions of children's behavior are rated by the teacher on a three-point scale of frequency of occurence. The factors assessed are: Withdrawal and Depression, Anger and Defiance.

Problem List by Theodore Leventhal and Gary E. Stollak; Not Dated; Open Age Range; Gary E. Stollak.

A checklist of problem behaviors which is completed by parents. The list is designed to yield an accurate picture of the child and indicate areas of concern. The instrument was adapted from the Problem List of the Children's Psychiatric Center, Inc.

Residence Hall Viewpoints Inventory by Donald A. Biggs; Not Dated; Adults; Donald A. Biggs.

Designed to measure the job viewpoints and interpersonal attitudes of candidates for residence counseling positions. The items concerning job viewpoints cover such topics as: objectives for

residence counseling, differences between residence and non-residence counseling, conducting interviews with residents, advising residence hall groups, and methods of disciplining residents. The interpersonal attitudes items measure five hypothesized dimensions of interpersonal relationships.

Social Competence Scale by Martin Kohn; 1966-72; Preschool; Martin Kohn.

Designed to assess the child's mastery of the major areas of functioning in the preschool environment. The Scale consists of descriptions of child behavior which the teacher rates on a seven-point scale of frequency. It covers two factors: Interest and Farticipation vs Withdrawal and Depression, and Cooperation and Compliance vs. Anger and Defiance. Forms are available for use with both full-day and half-day preschool programs.

State-Trait Anxiety Inventory for Children by Charles D. Spielberger, C. Drew Edwards, Robert E. Lushene, Joseph Montouri, and Denna Platzek, c1973; Ages 9-12*; Consulting Psychologists Press.

A self-report inventory designed to measure two distinct anxiety concepts; state anxiety and trait anxiety. The State Anxiety Scale measures transitory anxiety while the Trait Anxiety Scale assesses relatively stable individual differences in anxiety proneness. *The test may also be used with younger children with average or above reading ability and with older children who are below average in ability.

Story Completion Test of Delay of Need Gratification by Leonard P. Campos; 1970; Ages 9-12; Leonard P. Campos.

Designed to measure the degree to which a subject delays gratifying a need when confronted with a choice situation in which he may immediately gratify or defer gratification of a given need. Five needs are incorporated into the ten story situations comprising the test: need-acquisition, need-affiliation, need-aggression, need-nutriance, and need-achievement. The subject's completion of each story situation is scored on a seven-point scoring scale of degree of delayability ranging from very low to very high.

Study Attitudes and Methods Survey by William B. Michael, Joan J. Michael, and Wayne S. Zimmerman; c1972; Grades 9-13; Educational and Industrial Testing Service.

Designed to measure six dimensions of attitude, motivation, and study habits related to academic success: Academic Interest-Love of Learning, Academic Drive-Conformity, Study Methods, Study Anxiety, Manipulation, and Alienation Toward Authority.

Tasks of Emotional Development by Haskel Cohen and Geraldine Rickard Weil; c1971; Ages 6-18; Lexington Books.

A projective test designed to assess social and emotional adjustment through an analysis of responses to one of four sets of photographs: one set each for boys and girls of latency ages (6-11); and one set each for adolescent boys and girls (ages 12-18). The test is based on an ego-oriented psychoanalytic theory of personality. Factors assessed are: socialization within the peer group, establishment of trust in people, acceptance and control of aggressive feelings toward peers, establishment of positive attitudes toward academic learning, establishment of a conscience with respect to the property of others, separation from the mother figure, identification with the same sex parent, acceptance of siblings, acceptance of limits from adults, acceptance of affection between parents (the resolution of oedipal conflict), establishment of positive attitudes toward orderliness and cleanliness (the ability to control anal drives), establishment of a positive self-concept, establishment of positive hetero-sexual socialization. Each factor or task is evaluated in terms of the following dimensions: Perception (subject's description of what he sees in the photographs), Outcome (solution the subject allows the child in the photograph to make), Affect (feeling(s) attributed to the child in the picture), Motivation (reasons given for the solution the depicted child makes), and Spontaneity (the ease and clarity with which the examinee responds to the directions).

Verbal Check List by Richard M. Lerner; Not Dated; Ages 5 and Above; Richard M. Lerner.

A list of adjectives or descriptive phrases designed to elicit information concerning certain dimensions of body-build stereotyping. The items are arranged into three categories of attributes: physical, social, and personal. Stimulus pictures consisting of figure drawings of male endomorphs, mesomorphs, and ectomorphs are used in administering the test.

Miscellaneous, Sensory-Motor, Unidentified:

Appraisal of Language Disturbance by Lon L. Emerik; c1971; Adult Aphasics; Northern Michigan University Bookstore.

A clinical tool designed to provide a systematic inventory of an aphasic patient's communicative abilities with respect to modalities of input and output and central integration processes. The *ALD* enables the clinician to determine the nature and extent of a patient's language impairment. It is divided into three parts: an inventory of the various avenues of input and output; a portion for the assessment of central language processes; and a section of items designed to assess areas of functioning peripheral to symbolic language (tactile recognition, arithmetic abilities, and an examination of the oral area). Some props are required to administer the test.

CSE Elementary School Evaluation Kit: Needs Assessment by Ralph Hoepfner, Paul A. Bradley, Stephen P. Klein, and Marvin C. Alkin; c1972; Adults; Allyn and Bacon, Inc.

The first in a series of Kits being developed which will comprise a comprehensive five-stage framework of evaluation. This needs assessment kit was designed to assist the school principal or superintendent in obtaining information useful in determining the educational goals appropriate for his school. The materials provided in the Kit enable the principal to consider the needs and attitudes of the staff and the school's community; the ages and kinds of children attending the school; the types of programs available to the goals; and the degree to which these goals are being met by the students. 106 possible goals are rated on a five-point scale ranging from "Unimportant" to "Most

Important." Principals, teachers, and parents may complete this rating procedure. Specific procedures for choosing goals, selecting appropriate tests, collecting information, and identifying critical need areas are discussed in the accompanying guidebook.

Career Maturity Inventory by John O. Crites; c1973; Grades 6-12; CTB/McGraw-Hill.

Designed to measure the maturity of attitudes and competencies that are critical in realistic career decision making. The *CMI* consists of two types of measure: the *Attitude Scale* and the *Competence Test*. The *Attitude Scale* surveys five attitudinal dimensions related to career maturity: involvement in the career choice process, orientation toward work, independence in decision making, preference for career choice factors, and conceptions of the career choice process. The *Competence Test* assesses the more cognitive variables involved in career choice, including: self-appraisal, occupational information, goal selection, planning, and problem solving. The *CMI* formerly was entitled the *Vocational Development Inventory*.

Class Activities Questionnaire by Joe Milan Steele, Ernest R. House, and Thomas Kerins; c1969; Grades 6-14 and Teachers; Joe M. Steele.

A measure of the instructional climate in a classroom as perceived by the students and teacher. The scale describes general kinds of activities which characterize the class and imply either levels of thinking or affective classroom conditions. The dimensions assessed are: Lower Thought Processes (Memory, Translation, Interpretation), Higher Thought Processes (Application, Analysis, Synthesis, Evaluation), Classroom Focus (Discussion, Test/Grade Stress, Lecture), Classroom Climate (Enthusiasm, Independence, Divergence, Humor, Ideas Valued, Ideas Enjoyed, Teacher Talk, Homework), and Student Opinions (Qualities, Deficiencies). A scoring service is available.

Critical Behavior Scales by John E. Muthard and Leonard A. Miller; 1966; Adults; John E. Muthard.

An inventory designed to assess perceptions concerning the nature of effective rehabilitation counselor performance. The *Scales* consist of 18 vignettes describing specific counselor behavior. Each vignette is responded to on six bipolar semantic-differential scales. Two scales for each vignette are relatively evaluative in character, two are relatively activity oriented, and two are of a relative potency nature.

Developmental Profile by Gerald D. Alpern and Thomas J. Boll; c1972; Birth-12 Years; Psychological Development Publications.

A multi-dimensional inventory of skills designed to assess a child's development from birth to preadolescence. The inventory provides an individual profile which depicts a child's functioning in terms of developmental age-level by classifying his particular skills according to age norms in five areas: Physical, Self-Help, Social, Academic, and Communication. The Physical Age Scale includes tasks requiring large and small muscle coordination, strength, stamina, flexibility, and sequential control skills. The scale for Self-Help Age measures child's abilities to cope independently with the environment and his skills with such socialization tasks as eating, dressing, and working. The child's interpersonal relationship abilities are assessed by the Social Age Scale. The Academic Age Scale measures the child's intellectual abilities. The scale for Communication Age measures the child's expressive and receptive communication skills with both verbal and nonverbal languages.

Evaluation Guidelines for Multicultural/Multiracial Education; c1973; Secondary Schools; National Study of School Evaluation.

An instrument devised to enable a school to evaluate its program for multicultural/multiracial education on a voluntary basis. The term "multicultural/multiracial" is broadly defined as encompassing all distinct racial, ethnic, religious, and socioeconomic groupings. The evaluation procedure focuses on: the characteristics of the school and its community, the school's general philosophy and objectives, and the specific commitments the school has made to educating its students to a pluralistic society. Checklists are provided to facilitate the evaluation of these factors. Opinionnaires, to be completed by students and professional school personnel, are included in the instrument. Provisions are also made in the *Guidelines* for inclusion of supplementary data not touched upon by the checklists and evaluation statements. The instrument is flexible in that checklist and evaluation items can be modified if such changes would make them more consistent with the characteristics of the school, its community, and its stated objectives.

Henderson Environmental Learning Process Scale by Ronald W. Henderson; John R. Bergan, and Maure Hurt, Jr.; c1972; Parents of Young Children; Ronald W. Henderson.

An interview schedule designed to measure characteristics of the home environment which are related to the intellectual and scholastic performance of young children. The scale elicits information on the aspiration level of the home, the range of environmental stimulation available to the child, the parental guidance or direct teaching provided in the family, the range of adult models available for emulation by the child, and the nature of reinforcement practices used in the family to influence the child's behavior. The device is also available in Spanish.

Kindergarten Behavioral Index: A Screening Technique for Reading Readiness by Enid M. Banks; c1972; Kindergarten-Grade 1; Australian Council for Educational Research, Australia.

Designed to aid in the identification of children with potential learning difficulties and to indicate areas of development where remediation is needed. The items cover: self-identity, handedness, directionality, visual-motor coordination, rhythm, speech, language structure, language sequencing, sequential memory, language association, behavior, and attentional difficulties.

Left-Right Discrimination Test by Daniel R. Boone and Thomas E. Prescott; 1968; Ages 5-10; Daniel R. Boone.

Designed to assess the basic left-right discriminative skill in young children. The test consists of a series of four fiberboard plates, each picturing from two to six circles. The plates are placed one at a time in front of the child who listens to the tape

recorded instructions and points to the appropriate circles as they are named. Administration of the test requires an audiotape.

Mother as Teacher Task by Patricia P. Olmstead; Not Dated; Adults; Patricia P. Olmstead.

An observation procedure designed to assess how mothers teach or work with their children. The examiner teaches a block sorting task to the mother, who must in turn teach the same task to her child. Scores are obtained from both live observation and audiotape data. Scores for the live observation are: Tester Teaching Mother (Grouping, Understanding, Questioning), Mother Teaching Child (Introduction to Task, Introduction to Attributes, Grouping, Focusing, Corrective Techniques, Introduction to Concept of Special Grouping, Mother's Control System, Mother's Teaching Behaviors), Testing the Child. Audiotape data is scored using the Reciprocal Category System which consists of ten verbal categories and five categories for other possible events. Verbal categories are: praises, accepts, questions (amplification), questions (closed), questions (open), responds, initiates and directs (specific), initiates and directs (nonspecific), corrects, and rejects. Other categories are: block placement, machine click, silence, other verbal behavior, machine actions.

NMZ Scale of Rehabilitation Potential by Frederick W. Novis, Joseph L. Marra, and Lucian J. Zadrozny; Not Dated; Adults; Frederick W. Novis.

Designed to provide an objective method of appraising paper case data in terms of the vocational rehabilitation potential found therein. The scale separates decisions into the following groups: clear screen-in, clear screen-out, and borderline.

Oregon Preschool Test of Interpersonal Cooperation; Preliminary Edition by F. Leon Paulson; c1971; Preschool; F. Leon Paulson.

A systematic procedure for observing and recording the interpersonal behavior of preschool children. This situational test permits observations of behavior in realistic contexts. The system consists of two parts. The first is a set of five task situations designed to elicit cooperative responses: Build-a-House, Draw-a-House, Tug-the-Rope, Draw-a-Man, and Block Stacking. The second enables social behavior to be quantified. The scoring is based on levels of interaction that are arranged in a hierarchy in which each succeeding level is a closer approximation to cooperation. The levels are: Obstructive Interaction, Minimal Interaction, Active Interaction, Pre-Cooperation, and Cooperation.

Overview Snapshot Observational Technique by Alan R. Coller; 1970; Preschool-Kindergarten; Alan R. Coller.

An observational procedure designed to yield both pictorial and categorical data on transactions in preschool and kindergarten programs. The dimensions assessed are: the students location in the classroom, his interaction with others, his encounters with instructional or play material, his attention to others and/or his involvement with instructional materials, and the strenuousness or intensity of his motor activities. The procedure may be used independently or in conjunction with other observational techniques. *OSOT* is an adaptation of Wilensky's *Location Activity Material Inventory*.

Parent as Reader Scale by Barry J. Guinagh and R. Emile Jester; Not Dated; Parents of Preschool Children; Barry J. Guinagh.

A scale designed to measure the teaching ability of parents. The instrument rates the parent-child interaction as the parent shows the child a story book.

Parent's Behavioral Rating Scale by Gerald A. Strag; Not Dated; Ages 5.5-12; Gerald A. Strag.

A rating scale designed to aid teachers in screening for potential learning problems through parents' observations. Items cover a variety of behaviors symptomatic of emotional, behavioral, and neurological disturbances.

Preschool Observation Schedule by Thomas V. Busse, Malcolm Ree, and Marilyn Gutride; 1970; Preschool; Thomas V. Busse.

An observational instrument designed to assess the social interaction of preschool children during free play periods. The dimensions measured are: play and aggressive behavior. Each child is observed individually for three fifteen-minute periods at approximately one month intervals. The play dimension includes six scoring categories: solitary play, parallel play, cooperative toy play, cooperative peer play, isolation, and other. Types of aggressive behavior are scored in the following categories: personal physical attack, taunting, threatening, destroying property of another's labor, usurping property, and no aggressive behavior.

A Program for Early Identification of Learning Disabilities–Kit I: The Educational Evaluation by Wretha Petersen, c1970; Kindergarten-Grade 1; Special Child Publications, Inc.

Designed for use by special and regular teachers in diagnosing the strengths and weaknesses of the child who has difficulty with a normal academic program. The Kit is individually administered and assesses the child's levels of functioning in the following areas: Information, Language Development, Auditory Discrimination and Perception; Ability to Listen and Follow Directions; Visual Perception, Eye-Hand Coordination, and Fine Motor Functioning; Tactile Perception and Kinesthetic Performance; Laterality and Directionality; Spatial and Temporal Relationships; Orientation; Manner of Relating to Others; Stamina; Gross Motor Functioning; Body Concept; Recognition and Comprehension of the Printed Word; and Number Concepts and Functioning. With some adaptations, the Kit may be used with mentally retarded and elementary grade children. *Kit 2: The Instructional Program* provides remedial activities in the areas of determined need.

A Psychoeducational Inventory of Basic Learning Abilities by Robert E. Valett; c1968; Grades 4-8; Fearon Publishers.

Designed as an aid in the initial evaluation of elementary and junior high school pupils with suspected learning disabilities. The tasks are grouped into six major areas of learning: gross motor development, sensory-motor integration, perceptual-motor skills, language development, conceptual skills, and social skills. Props are required to administer the *Inventory*.

Psychoeducational Inventory of Basic Skills and Personal Development by Franklin E. French; c1970; Preschool; Mafex Associates, Inc.

A checklist designed to facilitate estimation of a child's developmental level based upon observations of his behavior. Behaviors are grouped into the following areas of functioning: Social-Emotional Development, Sensory Discrimination, Gross Motor Development, Visual-Motor Coordination, Perceptual Integration, Academic Skills, and Self Care. The author indicates that the Inventory is useful with individuals suffering from mental retardation, brain damage, childhood schizophrenia, severe language disorder, infantile autism, and gross sensory defects such as deafness and blindness.

Sensitivity to Children Questionnaire by Gary E. Stollak; Not Dated; Adults; Gary E. Stollak.

A situational inventory designed to assess sensitivity to and communication with children. The tests consists of a series of hypothetical parent-child problem situations to which the examinee indicates his responsive behavior.

Spatial Orientation Memory Test: Preliminary Edition by Joseph W. Wepman and Dainis Turaids; c1971; Ages 5-9 Years; Language Research Associates, Inc.

An individually administered test designed to assess a child's ability to retain and recall the directional relationship of visually presented forms.

Target Behavior Evaluation Kit by Roger Kroth; c1972; Grade 1 and Above; Select-Ed, Inc.

A diagnostic tool based on the Q-Sort technique and designed to identify specific behavior problems. The Kit may be used in a variety of ways: the child sorts "real" and "ideal" self; the teacher sorts the child. a psychologist or counselor sorts the child; the parents sort the child. A classroom and a home set of cards are available.

Teacher Encouragement of Usage of Materials and Equipment by Thomas V. Busse; Not Dated; Preschool Teachers; Thomas V. Busse.

An interaction measure of the teachers' encouragement of the use of classroom equipment based on observations of their behavior. The categories of encouragement include the following behaviors: exhortation toward the use of equipment and supplies; physical assistance in the use of equipment and supplies; instruction about equipment and supplies; instruction about methods of use; questions leading to the use of equipment and supplies.

Test of Motor Impairment by D.H. Stott, F.A. Moyes and S.E. Henderson; c1972; Ages 5-14; Brook Educational Publishing Limited, Canada (U.S. Distributor: Wardell Associates, Inc.).

Designed to measure motor impairment as an indicator of neural dysfunction. The areas of function tested are: control and balance of the body while immobile, control and coordination of the upper limbs, control and coordination of the body while in motion, manual dexterity with the emphasis on speed, and tasks which emphasize simultaneous movement and precision. An attempt was made to eliminate motor tasks which are affected by temperamental, motivational, and experiential factors, cognitive ability, cultural influences, sex differences, and physical differences. The test is based on the *Oseretsky Test of Motor Ability*.

University Residence Environment Scale: Research Edition by Marvin S. Gerst and Rudolf H. Moos; c1969-71; Grades 13-16; Marvin S. Gerst.

A questionnaire designed to measure the psychosocial atmosphere of university dormitories, fraternities, and sororities. The *Scale* consists of ten subscales which assess the emphasis of a variety of environmental dimensions: Involvement, Emotional Support, Independence, Traditional Social Orientation, Competition, Academic Achievement, Intellectuality, Order and Organization, Innovation, and Student Influence. "Real" and "Ideal" forms of the questionnaire may be administered. The Scale is currently available through the authors, but will be published in the near future.

Washington Speech Sound Discrimination Test by Elizabeth Prather, Adan Miner, Margaret Anne Addicott, and Linda Sunderland; c1971; Ages 3-5; The Interstate Printers and Publishers, Inc.

Designed to enable the speech clinician to evaluate a preschool child's speech sound discrimination ability.

Wahler Physical Symptoms Inventory by H.H. Wahler; c1973; Adults; Western Psychological Services.

A self-administered, quantitative measure of levels or intensities of physical symptom behavior. The subject rates himself on a 6-point scale ranging from "Almost never" to "Nearly every day" on frequency of occurance of 42 physical troubles. The test is designed for use by physicians, mental health professionals, and workers in guidance and counseling.

ANNOUNCEMENTS RECEIVED

Comprehensive Tests of Basic Skills: Form S; Kindergarten-Grade 12; CTB/McGraw-Hill.

This expanded edition of the *CTBS* includes three new primary levels—A, B, and C—which extend the battery downward. At the upper levels, many new items have been added which reflect current curricular trends. In addition, tests of science and social studies have been developed for levels C and 1 through 4 which are based on the inquiry approach to science and social studies.

Diagnostic Test of Speechreading by Helmer Myklebust and Arthur I. Neyhus; Ages 4-9; Grune and Stratton, Inc.

A standardized procedure for evaluating the deaf child's ability to comprehend the spoken word.

Differential Aptitude Tests: Forms S and T by G.K. Bennett, H.G. Seashore, and A.G. Wesman; The Psychological Corporation.

These two new forms of the *DAT* include the same kinds of tests as the previous edition. New and revised test items reflecting new technology or changes in academic and social standards comprise five of the tests: Verbal Reasoning, Numerical Ability, Mechanical Reasoning, Spelling, and Language Usage. Three tests—Abstract Reasoning, Clerical Speed and Accuracy, and Space Relations—remain essentially unchanged. Updated standardization and normative data is provided.

Doren Diagnostic Reading Test: 1973 Edition by Margaret Doren; Grade 1 and Above; American Guidance Service, Inc.

A group administered diagnostic test of word recognition skills, including: letter recognition, beginning sounds, whole word recognition, words within words, speech consonants, ending sounds, blending, rhyming, vowels, discriminate guessing, spelling, and sight words.

Educational Values Assessment Questionnaire by Harry Gottesfeld; Behavioral Publications, Inc.

A rating scale designed to assess attitudes toward eight important educational issues: community involvement; professional specialists in the schools; strictness/discipline in the classroom; educational innovation; health, recreation, and practical training; economic considerations; parent education in the schools; and special handling of difficult children. The questionnaire requires only a fifth grade reading level.

Illinois Tests in the Teaching of English; Southern Illinois University Press.

The tests include: Language, Composition, Literature, and Teaching.

Stanford Achievement Test: 1973 Edition by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1973; Grades 1.5-9.5; Harcourt Brace Jovanovich, Inc.

An expanded edition of the currently available Stanford Series. The battery consists of six levels—three primary, two intermediate, and one advanced. Form A will be available in the fall of 1973 and Form B will be available early in 1974.

Stanford Test of Academic Skills (Stanford TASK) by Eric F. Gardner, Robert Callis, Jack C. Merwin, and Richard Madden; c1973; Grades 9-13; Harcourt Brace Jovanovich, Inc.

Form A will be available in the fall of 1973. Form B will be available early in 1974.

Structured and Scaled Interview to Assess Maladjustment by Barry J. Gurland, Neil J. Yorkston, Anthony R. Stone, and Jerome B. Frank; Springer Publishing Company, Inc.

The interview questions cover an individual's adjustment to work, social life, family, marriage, and sex.

Surveys of Achievement; Grades 7-12; CTB/McGraw-Hill.

Designed to measure achievement in Reading, Arithmetic (Mathematics), and Language (Mechanics of English and Spelling).

Woodcock Reading Mastery Tests by Richard W. Woodcock; Kindergarten-Grade 12; American Guidance Service, Inc.

An individually administered battery of five criterion-referenced tests: Letter Identification, Word Identification, Word Attack, Word Comprehension, and Passage Comprehension. The manual provides separate norms for boys and girls and socioeconomic status adjusted norms. A criterion-referenced mastery scale which indicates a pupil's success potential in selected reading tasks is also available.

TESTING PROGRAMS, 1973-1974

Testing Program	Administration Dates	For Further Information Write to:
ACT Assessment Program	Oct. 20, Dec. 8, Feb. 23, Apr. 27, June 15	ACT Assessment Program P.O. Box 168 Iowa City, Iowa 52240
Accreditation Examination for Medical Record Technicians	Sept. 7, 1973	The Psychological Corporation 304 East 45th Street New York, New York 10017
Admission Test for Graduate Study in Business	Aug. 11, Nov. 3, Jan. 26 Mar. 30, July 13	Educational Testing Service Box 966 Princeton, New Jersey 08540
American Board of Obstetrics and Gynecology	June 24, 1974	American Board of Obstetrics and Gynecology 100 Meadow Road Buffalo, New York 14216
American College Testing Program	See ACT Assessment Program	
American Institute of Certified Public Accountants College Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Institute of Certified Public Accountants Professional Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Occupational Therapy Registration Examination	Jan. 25 or 26, 1974 June 28 or 29, 1974	American Occupational Therapy Association, Inc. 6000 Executive Boulevard Rockville, Maryland 20852
Annual High School Mathematics Examination	March 12, 1974	Dr. Henry M. Cox Annual High School Mathematics Examination University of Nebraska Examinations Service 1222 Seaton Hall Lincoln, Nebraska 68508
Architectural School Aptitude Test	Dec. 15, Feb. 9	Educational Testing Service Princeton, New Jersey 08540
Automobile Mechanic Certification Tests	Nov. 10, 17, 1973	Educational Testing Service Princeton, New Jersey 08540
Betty Crocker Search for the American Homemaker of Tomorrow	Dec. 4, 1973	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611

Testing Program	Administration Dates	For Further Information Write to:
Entrance Examination for Schools of Practical Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Radiologic Technology	Nov. 17, Feb. 2, April 6, June 1	The Psychological Corporation 304 East 45th Street New York, New York 10017
Examination for the Certificate in Management Accounting Program	Dec. 5, 6, 7, 1973	Institute of Management Accounting of the National Association of Accountants 919 Third Avenue New York, New York 10022
Graduate Record Examinations	Oct. 27, Dec. 8, Jan. 19, Feb. 23, Apr. 27, June 15	Educational Testing Service Box 955 Princeton, New Jersey 08540
Graduate School Foreign Language Tests	Oct. 27, Jan. 19, Apr. 27, June 15	Educational Testing Service Princeton, New Jersey 08540
Heavy Duty Truck Mechanic Certification Tests	See Automobile Mechanic Certification Tests	
Law School Admission Test	Oct. 20, Dec. 15, Feb. 9, Apr. 20, July 27	Educational Testing Service Box 944 Princeton, New Jersey 08540
Medical College Admission Test	Sept. 29, 1973	Medical College Admission Test The American College Testing Program P.O. Box 451 Iowa City, Iowa 52240
National Council of Architectural Registration Boards Examination	June 11-14, Dec. 3-6, June 10-13, Dec. 9-12	National Council of Architectural Registration Boards 2100 M Street, N.W. Washington, D.C. 20037
National Council of Engineering Examiners Fundamentals of Engineering Examination	Nov. 1, 2, 3, & 4, 1973 Apr. 18, 19, 20, 21 Nov. 7, 8, 9, 10, 1974	National Council of Engineering Examiners Box 752 Clemson, South Carolina 29731
National Educational Development Tests	Oct. 16-27, Feb. 9-23	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
National Merit Scholarship Qualifying Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test.	
Certificate in Data Processing Examination	Feb. 16, 1974	CDP Section, Education Department Data Processing Management Association International Headquarters 505 Busse Highway Park Ridge, Illinois 60668

Testing Program	Administration Dates	For Further Information Write to:
College Entrance Examination Board Achievement Tests	Dec. 1, Jan. 12, May 4	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Entrance Examination Board Advanced Placement Examinations	May 13-17, 1974	Educational Testing Service Box 977 Princeton, New Jersey 08540
College Entrance Examination Board Preliminary Scholastic Aptitude Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
College Entrance Examination Board Scholastic Aptitude Test	Oct. 13, Nov. 3. Dec. 1, Feb. 2, Apr. 6, June 22	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Level Examination Program	Third week of each month. Schedule is available from the publisher	College Level Examination Program Box 592 Princeton, New Jersey 08540
Colleges of Podiatry Admission Test	Oct. 27, Feb. 16, June 22	Educational Testing Service 960 Grove Street Evanston, Illinois 60201
Dental Aptitude Testing Program	Oct. 12, 13, Jan. 12, Apr. 20	American Dental Association Council on Dental Education 211 East Chicago Avenue Chicago, Illinois 60611
Dental Hygiene Aptitude Testing Program	Nov. 30 or Dec. 1, Feb. 8 or 9, May 10 or 11	American Dental Hygienists' Association 211 East Chicago Avenue Chicago, Illinois 60611
Entrance Examination for Schools of Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained by request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
National Society of Interior Designers	Oct. 27	The Psychological Corporation 304 East 45th Street New York, New York 10017
National Teacher Examinations	Nov. 10, Jan 26, Apr. 6, July 20	Educational Testing Service Box 911 Princeton, New Jersey 08540
Optometry College Admissions Test	Nov. 3, Jan. 19, March 23	The Psychological Corporation 304 East 45th Street New York, New York 10017
Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Oct. 23, 27, 1973	Educational Testing Service Box 589 Princeton, New Jersey 08540
Registration Examination for American Dietetic Association	Oct. 20, 1973	The Psychological Corporation 304 East 45th Street New York, New York 10017

Testing Program	Administration Dates	For Further Information Write to:
Registration Examination for Medical Record Administrators	Oct. 5, 1973	The Psychological Corporation 304 East 45th Street New York, New York 10017
Secondary School Admission Test	Jan. 19, March 9, May 11	Educational Testing Service Box 922 Princeton, New Jersey 08540
Test of English as a Foreign Language	Oct. 20, Jan. 5, March 23, June 1	Educational Testing Service Box 899 Princeton, New Jersey 08540
Veterinary Aptitude Test	Nov. 10, Jan. 12	The Psychological Corporation 304 East 45th Street New York, New York 10017

TESTS NO LONGER AVAILABLE

Children's Picture Information Test; Spastic Aid Council.

Clyde Mood Scale; Clyde Computing Service.

Cummings World History Test; Harcourt Brace Jovanovich, Inc.

Managerial Environment Inventory; Organizational Tests, Ltd., Canada.

Replaced by the *Management Style Diagnosis Test*.

Managerial Relationships Inventory; Organizational Tests, Ltd., Canada.

Replaced by the *Management Style Diagnosis Test*.

Managerial Task Inventory; Organizational Tests, Ltd., Canada.

Replaced by the *Management Style Diagnosis Test*.

Mooseheart Wishes and Fears Inventory; Child Guidance Clinic.

Turse Clerical Aptitude Test; Harcourt Brace Jovanovich, Inc.

Van Alstyne Picture Vocabulary Test; Harcourt Brace Jovanovich, Inc.

TEST REVIEWS

ACT Career Planning Program; American College Testing Program.

Reviewed by Charles C. Healy, University of California at Los Angeles in *Measurement and Evaluation in Guidance*, January 1973, Vol. 5, No. 4, pp. 509-512.

Arizona Articulation Proficiency Scale (Revised); Western Psychological Services.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education in the *Journal of Special Education*, Fall 1972, Vol. 6, No. 3, pp. 285-288.

Keymath Diagnostic Arithmetic Test; American Guidance Service, Inc.

Reviewed by Alex Bannatyne in *Journal of Learning Disabilities*, March 1973, Vol. 6, No. 3, pp. 131-132.

NEW REFERENCES

Bond, Guy L., and Tinker, Miles A. *Reading Difficulties: Their Diagnosis and Correction, Third Edition*. New York: Appleton-Century-Crofts, 1973. Pp. viii + 604.

An aid to teachers, remedial workers, and clinicians in the diagnosis and correction of a variety of reading disabilities. The book covers: principles of reading instruction, nature and causes of reading difficulties, diagnoses of reading difficulties, treatment of word-recognition difficulties, treatment of comprehension difficulties, and special problems.

Dawes, Robyn M. *Fundamentals of Attitude Measurement*. New York: John Wiley & Sons, Inc., 1972. Pp. xiii + 165. $3.95.

An introduction to the logical foundation of attitude measurement. Specific techniques are described and applied to a variety of contexts.

Griffin, Margaret, Hibbard, Louise, and Muldoon, Kathleen. *Guide to Clinical Evaluation Instruments in Reading*. Bloomington, Indiana: ERIC/CRIER, 1972. Pp. 236.

A reference to published reading tests. The guide presents specific information concerning the measures, including: author, publisher, age or grade level, subtests, forms, and administration time. In addition, notations on the availability of norm data, indexes to the *Mental Measurements Yearbooks*, publishers addresses, test description, and complete bibliographic references are provided.

Hetzel, William C., Editor, *Program Test Methods*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. Pp. 311. $9.95.

Provides an overview of the problems of computer program testing and validation. The book covers: testing concepts, design of programs to facilitate testing, testing mathematical software, testing large software systems, models of program behavior, and standards and measurements of program quality.

Hill, Evelyn F. *The Holtzman Inkblot Technique: A Handbook for Clinical Application*. San Francisco: Jossey-Bass, Inc., Publishers, 1972. Pp. 313.

A general guide, reference manual, and teaching text for use with the *Holtzman Inkblot Test*. The book includes a comprehensive interpretation of the test score.

Hively, Wills, et. al. *Domain-Referenced Curriculum Evaluation: A Technical Handbook and a Case Study from the MINNEMAST Project*. CSE Evaluation Monograph No. 1. Los Angeles: Center for the Study of Evaluation, 1973. Pp. 98. $3.50.

This monograph provides: a case history of the MINNEMAST project; a practical handbook on how to apply domain-referenced test theory to evaluation; general strategies of curriculum development and evaluation; and a set of appendices illustrating working examples of domain-referenced testing.

Hoepfner, Ralph, et.al. *CSE-RBS Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills*. Los Angeles: Center for the Study of Evaluation, 1972. Pp. xxv + 322. $8.50.

A compendium of published and unpublished devices appropriate for assessing high-order cognitive, affective, and interpersonal skills at all age levels. The tests are keyed to three taxonomies of skills and are evaluated for such characteristics as meaningfulness, examinee appropriateness, norm quality, teacher feedback potential, usability, retest potential, and ethical propriety.

Knapp, Joan. *A Selection of Self-Concept Measures*. Princeton, New Jersey: Center for Statewide Educational Assessment, Educational Testing Service, 1973. Pp. 28.

The instruments described in this report were selected on the basis of their appropriateness for a normal population of school age children, and their representativeness of a variety of measurement techniques, including self-report, projective, behavior trace, and direct observation.

Lerner, Edna Albers. *The Projective Use of the Bender Gestalt*. Springfield, Illinois: Charles C. Thomas, 1972. Pp vi + 86. $10.95.

Provides an interpretive discussion of the Bender figures within a projective framework. Illustrative material is included.

Mattick, Ilse and Perkins, Frances J. *Guidelines for Observation and Assessment: An Approach to Evaluating the Learning Environment of a Day Care Center*. Washington, D.C.: The Day Care and Child Development Council of America, Inc., 1972. Pp. 42.

An observation scheme for evaluating the learning environment of day care centers is presented and described.

Mehrens, William A. and Lehman, Irving J. *Measurement and Evaluation in Education and Psychology*. New York: Holt, Rinehart and Winston, Inc., 1973. Pp. xiv + 718.

A basic text covering the construction, evaluation, interpretation, and uses of teacher-made tests and standardized instruments. Discussions of such topics as criterion-referenced testing and accountability are included.

Miller, David Monroe. *Interpreting Test Scores*. New York: John Wiley & Sons, 1972. Pp. 162. $2.95.

A programmed self-teaching guide covering such concepts as: norms, reference populations, percentile ranks, standard scores, deviation IQ scores, correlation coefficients, validity, reliability, and standard error of measurement.

Miller, Maurice H. and Polisar, Ira A. *Audiological Evaluation of the Pediatric Patient*. Springfield, Illinois: Charles C. Thomas, 1971. Pp. xi + 117.

Presents a variety of diagnostic techniques for the comprehensive evaluation of auditory disorders in children. The personnel, equipment, and physical plant for proper performance of these procedures are described and illustrative case studies are provided.

Ronan, W.W. *Evaluating College Classroom Teaching Effectiveness*. PREP Report No. 34, U.S. Department of Health, Education and Welfare/Office of Education, National Center for Educational Communication, 1972. (Distributed by the Superintendent of Documents, U.S. Government Printing Office).

The critical incident technique is discussed as a performance assessment method for determining effective teaching personnel. The technique was employed to isolate a taxonomy of teaching behaviors which can be described using behavioral statements. These behavioral statements can be used to describe effective and ineffective teacher behaviors as seen by students.

Saville, Peter. *Bennett Mechanical Comprehension Test: British Manual, Forms S and T*. Slough, Bucks. Great Britain: NFER Publishing Company, 1973. Pp. 36.

Designed to accompany the American manual for Forms S and T. The manual includes supplementary normative and reliability data and a number of validity studies.

Stanley, Julian S. and Hopkins, Kenneth D. *Educational and Psychological Measurement and Evaluation*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. Pp. xxiii + 520. $9.95.

This text is divided into three parts: Basic Concepts, The Development of Educational Measures, and Standardized Measures.

Taubenhaus, Leon J. and Jackson, Anne A. *Vision Screening of Preschool Children*. Springfield, Illinois: Charles C. Thomas, 1969. Pp. xii + 106.

Delineates procedures for establishing a community-wide vision screening program for preschool children. The topics covered include: the organization of screening teams, screener training, screening techniques, public relations, and childhood management.

Taylor, Ronald, (Editor). *User's Manual for the Strong Vocational Interest Blank Individualized Interpretation*. Denver, Colorado: Evaluation Services, Inc., 1972. Pp. v + 24. (Distributed by National Career Research Institute).

A manual intended for use with the Whetstone Individualized Interpretation of the SVIB. Descriptions of the Basic, Occupational, and Nonoccupational Scales and discussions of the individualized interpretations developed for each are included.

Zamoff, Richard B. *Guide to the Assessment of Day Care Services and Needs at the Community Level*. Washington, D.C.: The Urban Institute, July 1971. Pp. iv + 100. $3.00.

Presented in this guide are research procedures and interview forms which can be used by local government agencies, health or welfare councils, and community groups to assess the need, demand for, and accessibility of various types of day care arrangements, and the short-term effects of these arrangements.

Wonderlic Personnel Test: Negro Norms. Northfield, Illinois: E.F. Wonderlic and Associates, Inc., 1972. Pp. 76. $15.00.

A summary of statistical data on the standardization of the *Wonderlic Personnel Test* for Negro job applicants. The report is designed to provide users of the test with additional supportive statistics essential to the conduct of affirmative action programs.

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